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MANAGEMENT CONFERENCE



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THE PURPOSE OF A TAM WORKSHOP IS -

To provide more efficient service to the public.

To improve the administrative abilities of individuals.

To give each person at least one idea to take home.

Charles A. Connaughton, Keynoter

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The participants appreciate the welcome by Daniel P. Dowling and his helpful hand throughout the conference.

Dr. M. J. Copley, Director of the Western Regional Research Laboratory, made everyone feel at home with his welcoming remarks, and the keynote speech by Charles A. Connaughton was stimulating.

The conferees are grateful to the speakers who gave their time to express ideas and experiences.

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1862. It is a very important document, as it contains the President's annual message to Congress, which is a key part of the executive branch's communication with the legislative branch.

2. The second part of the document is a letter from the Secretary of the Treasury to the President, dated January 1, 1862. It is a very important document, as it contains the Secretary's report to the President on the state of the Treasury, which is a key part of the executive branch's communication with the President.

3. The third part of the document is a letter from the Secretary of the Treasury to the Congress, dated January 1, 1862. It is a very important document, as it contains the Secretary's report to Congress on the state of the Treasury, which is a key part of the executive branch's communication with the legislative branch.

4. The fourth part of the document is a letter from the Secretary of the Treasury to the President, dated January 1, 1862. It is a very important document, as it contains the Secretary's report to the President on the state of the Treasury, which is a key part of the executive branch's communication with the President.

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FOREWORD

PEOPLE MAKE PROJECTS SUCCEED

In taking part in a conference on "Training in Administrative Management", one thinks of getting ideas to more efficiently accomplish the objectives of his project. One thinks of learning more about people - how they feel, how they can be used most effectively and how they can develop in their present surroundings and in changing environments of work and society.

The individual stands out as the most important single factor - to know what part he plays, how he is doing, to be treated with dignity, to feel important, to be recognized and rewarded as merited, just as you and I. Presumably management considers the needs of individuals and yet makes individuals feel rewards must be earned; one appears to supplement the other.

It is an opportunity to learn from speakers experienced in various phases of management and to draw them out with questions, to get speakers to dwell on how they would handle management problems you have had and expect to have, and to cite personal experiences to help others in attendance. There is no question but that a number of ideas will be learned, but even if only one were gained and used to help associates, such a conference is worthwhile.

It is always desirable to apply better management to make a project succeed more rapidly and to make people happier - they go together.

Leonard Schiff

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FUNDAMENTALS OF MANAGEMENT IN GOVERNMENT

By
Robert A. Walker

Dr. Robert A. Walker is Chairman of the Political Science Department at Stanford University. Previously he served in such capacities as Director of the Foreign Service Institute of the State Department and as Assistant Director of Finance, U.S.D.A. He is the author of a number of books and articles on planning, management and related subjects.

SUMMARY

By Warren W. Wood and
Dr. Clifford Belfield, Jr.

Coordinated interaction between universities which stress theory and management in Government which stresses the practical aspect, is very desirable and important. This has reached a unique level in the United States.

Definition of Management Improvement - The art of getting more work done with the available manpower. The realm of judgment and motivation is important to increased productivity. Of prime consideration for increasing productivity: willingness, interest, ability, and zest. It is important to have a decrease in: tension, frustration, insecurity and uncertainty.

Efficiency is the ability of an organization to provide an excess of satisfaction over the amount of dissatisfaction.

Effectiveness - The ability to achieve purpose. If an organization is to function well, there must be satisfaction in terms of the individual. We must know what the individual is seeking from the organization before we can manage him properly. Of equal importance is purpose of the organization. Care must be exercised at all times to prevent one of these from taking preference over the other.

Directing - getting people to work. This is not a matter of giving orders but a matter of providing: leadership, coordination, delegation, proper flow of information (both up and down) and proper flow of decisions (both up and down). Arbitrary use of the above leads to:

1. Lack of confidence.
2. Undermining of morale.
3. Increase in worker turnover.

Management today is concerned with:

1. Leadership
2. Cooperation
3. Development of worker enthusiasm
4. Understanding of the individual and his motivation

Leadership and cooperation are directed at obtaining the willing support of those who work with you. Give support to the timid and exert control over those who are extremely aggressive. However, take care not to cause lack of interest to develop on the part of the extremely aggressive. Six elements of leadership are:

1. Sense of common purpose
2. Respect for others as persons
3. Recognition of good work
4. Confidence in others made evident
5. Minimizing favoritism and showing a maximum of fair play
6. Decisiveness when needed

Total Cultural Setting

1. Material values
 - A. Monetary
 - B. Symbol of Status
 - (1) Type of office
 - (2) Location of office
 - (3) Number of assistants

2. Ethical Values

Sense of mission - individual dedicated to doing important job.

3. Moral virtues

- A. Honesty - leader expected to be truthful.
- B. Restraint - control of temper.
- C. Tolerance - of opinions of others.
- D. Courage - ability to make decisions when necessary

Area of Human Values

1. Respect for dignity of individual. Treat others as equals.
2. Recognition of personality factors - understand these in yourself and others.
 - A. Insecurity is universal but varies in degree in individuals. Give reassurance to those needing it.
 - B. Aggressiveness. Overbearing individual must be handled tactfully. Channel him in right direction.
 - C. Hypertension. Oversensitive individual depressed if the boss slights him. Be aware of this.
 - D. Feeling of guilt at subconscious level.

Emotional Stability

1. Unconscious hostility exists in people. This includes tension, rage, resentment and anxiety.
2. Emotional immaturity - the emotionally immature person wants and needs reassurance.
3. The transfer of home situations to the office and vice-versa. This may cause employees to become edgy and disagreeable.

Management improvement in Government may be somewhat behind. However, there is ample research results and guiding material at hand so we may proceed with improvement.

DISCUSSION

Led by Leonard Schiff, A. R. S., Fresno

Questions and Answers

- Q: How can more individuals be attracted to Government service?
- A: The Government should sell the idea of public services to the individual more strongly. Sell the Government as a good employer. Certain rules and regulations hamper this procedure.
- Q: What should be done with an employee who reaches his ceiling to prevent him from losing his ambition?
- A: Explain to him that he is doing an excellent job on his present level but that you cannot see him in a higher position. If employee is nearing retirement, it may be advisable to create a special assistant position or bolster his morale in other ways.

Q: How can you be sure that a man has reached his ceiling?

A: There isn't a definite formula for this. The administrator must use his own judgment and consider all aspects of the employee's work and character.

Q: How do you keep a deserving employee happy when you are not able to promote him?

A. Stress social satisfaction, fringe benefits, and assure him that he will be promoted when an opening occurs.

HUMAN RELATIONS

By
Norman E. Larson

Mr. Norman E. Larson is Recruitment and Training Coordinator for Western Area (Denver and West) Shell Chemical Corporation. He obtained his Bachelor of Science Degree from the College of Commerce, University of California in 1928.

SUMMARY

By Donald T. Gordon
and Dr. T. P. Sardoue

Supervisors Duties: The supervisor is asked to be:

1. Operator
2. Administrator - Organizing, planning, controlling
3. Leader of people

Human Relations:

Definitions: (1) The study of the process by which people satisfy their needs through others.

(2) The way people act towards each other.

All human behavior is directed toward the satisfaction of needs.

Human relations and interaction: Around the beginning of the century one in five people worked with others; now one out of five works alone. Around the turn of the century very little was done about human relations.

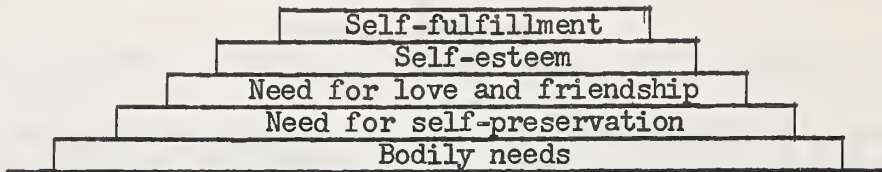
Hawthorne Study:

Study of the effect of changing working conditions upon production. No matter what changes were tried, production went up. The reason for this result was that people were recognized and made to feel more important.

Human Needs:

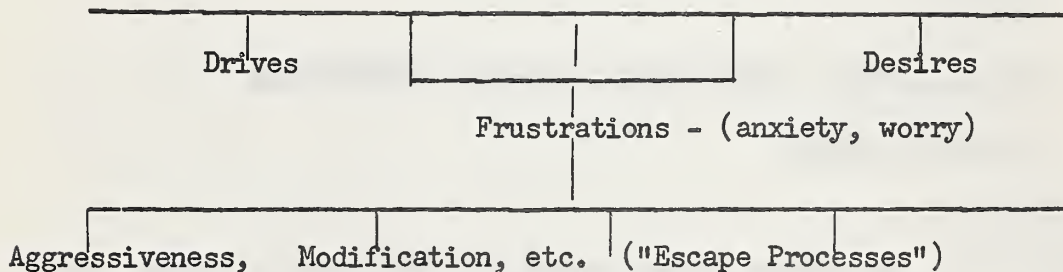
Several lists of human needs representing ideas of several workers in the field were presented by the speaker. His preferred list of needs was a

simple graphic one which combined elements from several of the other lists:



When dealing with any human relations problem, we should first get the facts concerning the case. Human beings are complex, so we have to try to understand them in order to lead, improve productivity, improve morale, etc. We need to stop and listen to people in order to try to find the cause of their conflicts.

Mr. Larson drew a rough diagram to illustrate the complex nature of some aspects of behavior:



The comment was made that people do not leave their emotions at the gate of the plant.

We can't judge others by what they feel about something. We should also guard against setting up prototypes of people. An approximate quotation from a work of Dr. Rosenstein reads: "Everyone who is normal has a hundred peculiarities." We should be sympathetic with others' feelings. Mr. Larson gave a definition of motivation: anything that arouses, directs and sustains behavior.

Production and Morale

1. Production of piecework is easy to judge.
2. Production of intangibles is difficult to judge.

Production is strongly affected by supervisory practices; it is higher under the "general" type of supervision.

Points to remember:

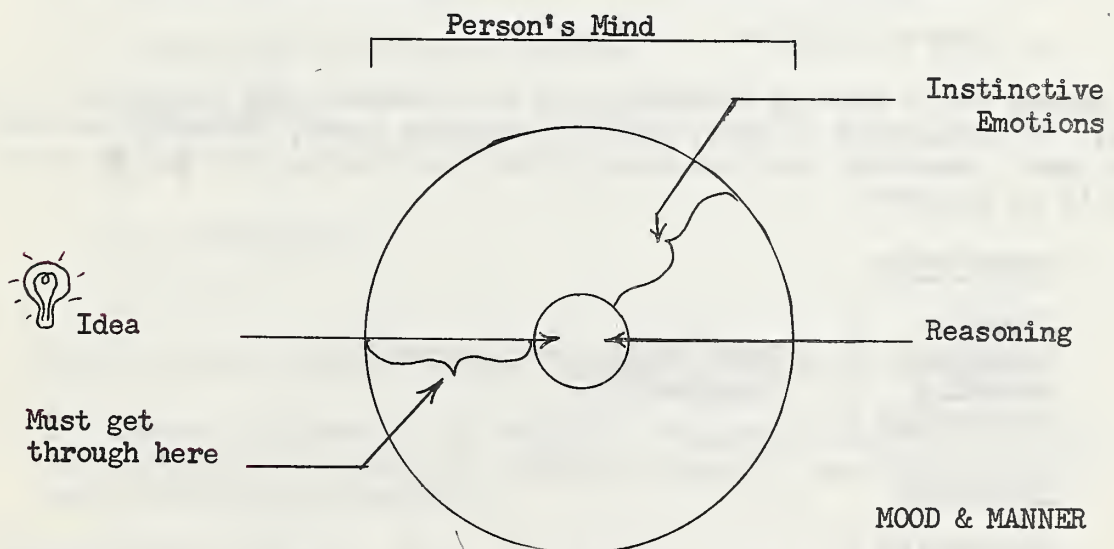
1. No one is perfect.
2. Everyone is handicapped in some way, emotionally or technically.
3. Everyone needs praise and build-up.
4. People want to know what is going on and what they are doing.
 - A. Every person is entitled to a discussion with his boss at least once a year.

(1) Technical supervisors find this task difficult.

5. People want to belong to something and have something to live up to.
6. People resent change.
7. What people are doing is a result of their trying to satisfy their personal needs.

Practical Aspects: Application

1. "People will pay you back."
 - A. Courtesy is a key here (disagree with someone courteously, too).
2. Diagrammatic clue for "getting through" to people:



3. We have no right to manage if we do not take interest in knowing our people.

A. Use of a "gimmick": At Ford's former Richmond plant, foremen were given cards containing many personal questions pertaining to people working under them; answers were to be obtained within one year without direct questions being asked of the employees. Result:

- (1) Foremen got to know their people;
- (2) Complaints became almost non-existent;
- (3) Turnover dropped tremendously;
- (4) Personnel Manager nearly worked himself out of a job with this idea.

4. Always be sincere. There is an instinctive reaction to this quality.

5. B -- GQ -- PQ -- L

This diagrammatic approach to a job situation stresses:

B (the approach) - Benefits to be derived from a particular approach should first be explained specifically.

GQ Good quality will be the result if proper approach is followed.

PQ Poor quality will be the result if the proper approach is not followed and

L Loss will follow.

This system can be used in discussing job performance. The first time use all steps. If performance is poor, speak to employee again, stressing all but first step. Generally drop one step at each conference; fire him at end if there is no response.

6. Organization

Planning)	
Organizing)	
Directing)	
Controlling)	These things are important to "management".

Motivation

Opportunity)	
Recognition)	
Belonging)	
Security)	These things are particularly important to employees

7. Reaction to ideas:

- A. Consider.
- B. Go to B -- GQ -- PQ -- L reasoning.
- C. Be courteous.

DISCUSSION

Led by Craig C. Chandler

Q: Should an unimprovable performance or characteristic be mentioned or stressed in a job performance interview?

A: Mr. Larson: Where improvement is impossible, don't even mention it. Be cautious in difficult cases. (Stuttering mentioned as an example.)

Q: What is morale?

A: (Help from floor)

1. Summation of attitude toward job.
2. State of mind.
3. Confidence in the job situation.
4. Degree of satisfaction.
5. Things that contribute to morale:

(Why we work)

- A. \$
- B. Contributing
- C. Etc.

Q: What are some reasons for poor quality from technical people?

A: Mr. Larson: Laziness is an example. "Needs" of technical people are different from those of production people (and differences in needs should be recognized).

General Summary Comment: When we are dealing with people who are complex, we need to use a lot of understanding.

SANITY SPECTRUM - and subjects and topics discussed by William H. Pemberton
 at Eleventh Annual TRAINING INSTITUTE FOR PROBATION, PAROLE AND INSTITUTIONAL STAFF
 August 7, 1959 - University of California, Berkeley

(estimated distributions - theoretical)

1. Insane	1. Unsane	1. Sane
2. Developmental: a. Infantile	2. a. Adolesc/youth	2. a. Maturity
3. Anthropol: a. Primitive	3. a. Authoritarian/Classical	3. a. Sci/Modern/Semantic
4. Logic: a. "One" val/way, etc.	4. a. "two" val/way, etc.	4. a. "many" val/way, etc.
5. Emotion a. Fear	5. a. ANGER (over/covert/reason)	5. a. Consideration
6. Need for absol. certainty security	6. b. Fault: his/hers Defenses against insecc. and uncertainty: "must be right" "Blame" and "justify"	6. b. Fault? Assumes choice Acceptance of uncertainty and probability
7. Dependency (invol)	7. Independence (as fraud)	7. Dependency (vol) or inter-dependency
Line of comparative innocence / choice or not to be determined by indiv. case, not generalization		
8. Time: Predom. "past"	8. Predom. "Future"	8. Predom. "present"
9. Reality: Is so - period!	9. (varying degrees -	9. To me is so, comma, etc.
10. Semantics: Map is territory (Symbol is the symbolized - what is said is so)	10. (varying degrees -	10. Map is not Territory (Symbol is not the symbol - ized; may repr. or misrepr.)

COMMUNICATION AND SEMANTICS

By
Dr. William H. Pemberton

Dr. Pemberton, born December 4, 1911, at Bellingham, Washington, graduated in Philosophy from the University of Washington, carried on graduate study in Psychology at Columbia University and did the work for his PhD Degree in Psychology and Education at the University of California. He is a Consulting Psychologist in private practice and a lecturer in the various branches of Applied Psychology.

SUMMARY

By Dr. Donald R. Cornelius
and Warren W. Brown

Semantics is the science and art of understanding and being understood. It is an evaluation of the environment by the individual as reflected in time and determined by the internalized system of the individual. The internalized system means second nature or revised thinking from the original.

1. The Orientation Chart (shown on opposite page).
2. Reality is the way an individual looks, feels and thinks. Reality and interpretation differ from person to person and from time to time.
3. Defensive mechanisms are listed from the most sensitive to the least sensitive in the scale as follows:

Defensive Scale

	(1)	↑	Ignores, withdraws, silent, sullen
Threatening	(2)		Attacks, criticizes
(Defense Acts)	(3)		Deceives, sarcastic, fraud
Human	(4)		Asks questions, silent, listening
Non-threatening	(5)		How: honest feelings, understanding
(non-defense acts)	(6)	↓	feeling
			Mirror: Reflect back on individual's
			reaction or attitude, art of influencing;
			accepts and understands.

(Voluntary reflective)

The objective under number 6 is to influence an individual to use his own nervous system to his own best advantage.

4. Distortion of impressions occurs between individuals with regard to:

- A. Person - who did it?
- B. Place - where was it?
- C. Situation - what was it?
- D. Time - when was it?

We all tend to distort situations close to our own fields of special sensitivity.

5. Other phases of communication:

We need to be able to distinguish between:

Fact and Inference

Invariance and Relativity

Truth and Validity

6. All people have some things in common which should be explored for knowledge. Points of difference or unique aspects exist between all individuals. This should be recognized and respected.

DISCUSSION

The entire afternoon was devoted to Dr. Pemberton's presentation and no time remained for discussion.

REFERENCES

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Pemberton, William H., "Nondirective Reorientation in Counseling"

"A Review of General Semantics", Vol. XVI, No. 4, Pages 407-416, 1959

MAKING AND EXPRESSING POLICY

By
Dr. C. Dwight Waldo

Dr. Waldo is Professor of Political Science and Director of the Bureau of Public Administration at the University of California. He is a graduate of Nebraska State Teachers' College, Peru, Nebraska, and holds a Master's Degree from the University of Nebraska. He obtained his PhD Degree from Yale University.

SUMMARY

By Kendrick C. Kimball
Cecil McCormac

The subject discussed was organized under four major headings:

1. What is policy?
 2. Who Makes Policy?
 3. How is policy made?
 4. How should policy be made?
1. What is policy?
 - a. Policy, as such, is difficult to define. It covers a wide spectrum from broad goals of the organization to individual, day by day decisions, tactical details, time decisions, etc.
 - b. Dr. Waldo defined policy in these terms, "Policy is the general behavior of an organization, or a decision intended to affect behavior in the organization."
 - c. Policy operates in the spectrum between broad goals and individual decisions. It has aspects of what an organization does and what it should do. It also contains decisions as to what the organization does and what it will do in the future, as well as what it is expected to do. It is both substantive and procedural but it is not adequately represented by the term "procedure".

2. Who makes policy?

a. Everybody in an organization makes policy to some degree.

- (1) Prior to 1940, it was assumed in the literature of public administration that administration had nothing to do with policy.
- (2) Since 1940, there has been a great broadening of horizons in the field of policy making. In the business world, policy now means more than profit making. It relates to planning for future development and is concerned with the broad field of public relations.

b. Public administration no longer tries to separate administration and policy making from the field of politics. On the contrary, politics permeates the whole field of administration.

c. Legislative action makes policy for government agencies.

Whoever has any discretion makes policy.

Much policy making does not concern the legislative process, while another segment does. Administrators must fill in the legislative gaps by interpretation, procedural directives and other means. Administrators at all levels make policy.

3. How is policy made?

a. Policy is made in a variety of ways.

b. It may be made consciously or unconsciously. No administrator can avoid making decisions which determine policy, whether he intends to or not. Policy is made by every administrator; by his example, if in no other way.

c. It may be made formally or informally.

- (1) Policy may be made consciously and still be informal.
- (2) The administrator may set aside time for policy formulation.
- (3) He may adopt a policy making procedure.
- (4) He may choose to put policy in writing or he may leave it verbalized and oral.
- (5) Lunden says "One of the useful tools of administration is the statement of written policy for an organization."

d. Policy may be made by rule or by case.

(1) A strong case can be made for making policy by broad rules or for making it by the individual case.

(2) The middle course of a general policy statement, allowing for policy making by the individual case or situation, seems to be best.

4. How should policy be made?

a. Nobody can tell one how to be a good policy maker.

b. There are rules which may prove helpful in making policy.

c. The good policy maker must have certain characteristics and information.

(1) He must have knowledge of the subject matter of his organization.

(2) He must have empirical knowledge of his organization.

(3) He must know how his organization fits into the big picture.

(4) He must have experience of cause and effect in the organizational field. This cannot be had from literature; it must come from experience.

(5) He must have some knowledge of the tools available, and some skill in using them.

(6) He must have learned how to use experts, usually his staff people.

(7) He must have the ability to think abstractly and imaginatively.

(8) He should have ethical sensitivity.

DISCUSSION

Led by R. K. Mayo

Questions and Answers

Q: How small a detail constitutes policy or should be covered by a policy statement?

A: Public administration is different from private. No rule as to the size of the item that should be covered by formal policy statement except the rule of good sense.

- Q: What is the general line between policy and procedure?
- A: Matter of dealing with a scale. May contain elements of goals and individual procedural cases. Spectrum ranges from broad goal to minor procedural items. Criteria for defining policy helpful but individual cases must be decided as such.
- Q: How should poor policy decisions be accepted by employees?
- A: Depends on the position of the employee in the organization. One who is four echelons down is not likely to be able to question policy decisions at the top.
- Q: Is there a reluctance to change policy decisions which have outlived their pertinence and usefulness?
- A: Yes. Policy on the books but which is not presently observed is evidence that the policy is not up-to-date and should be examined in the light of present needs of the organization.
- Q: How may pressure groups influence policy?
- A: Policy makers have to deal with non-organizational pressure groups. These do influence organizational policy. There is ethical justification for some sensitivity to pressure groups opinion. Pressure groups have a right to exist and to express themselves.
- Q: Should written policy be favored over oral policy?
- A: Oral policy may be a source of confusion. It may be misunderstood. It depends on the situation. Usually should do both. May want ambiguity until the situation "jells". Oral policy may be in the nature of a "trial balloon".

EMPLOYEE PARTICIPATION IN MANAGEMENT

By
By Dr. Jacob Abers

Dr. Abers is Chief, Inspection and Classification Division,
12th U.S. Civil Service Region, San Francisco, California.
He attended U.C.L.A. and Stanford University.

DIGEST OF SPEECH

By Harold Rowin and
Ralph Weaver

Let's start with a basic concept. The manager works through people. This has varying overtones of manipulation, of stimulation, of development - all pointing to the principal need in managers - that of leadership.

Not too long ago, management was conceived of in the classic relationship of order - giver to order - taker. It was verbalized in an authoritarian framework.

The organizations in which we do our management have developed ahead of our understanding.

The ownership and the management of private organizations have separated.

From this, stems our understanding that management need not be divided into industry and government compartments. Their problems are alike in essential respects. There are differences - as in the still powerful attachment of private management to the persons or the interests of ownership or, conversely, in the greater or lesser dedication of the public servant to public objectives.

Industry and government, however, clearly share some basic characteristics. Let's first consider bureaucracy. For our purposes these are - system and order - that is the virtue of consistency (with its other face, the oppressiveness of rules and regulations) responsiveness to standards or controls - the Congress, the public, tradition, the corporation commissioner, the labor union, the Better Business Bureau, etc.

This characteristic requires a formalized set of relations between management and employee, that is, a system for personnel management, a practice, at least, of communicating and plans and policies for dealing with employees which minimize partiality and whim.

The second meaning involves a modern organization which requires that the manager concern himself with its people if he is to concern himself at all with its future. The modern organization must be viewed as if it were immortal and any management the temporary custodian of its welfare.

This immortality can be provided only through people and what the manager does to influence the minds of a future staff is his chief task.

Management is largely a matter of making decisions about what people should do and how they should do it. In the ideal, the manager facilitates the making of decisions by others, trains others into good decision - makers, establishes policies and organizational climate which channel choice into alternatives which represent the organization's mission and personality. In this ideal, the manager faces the need of making a decision only when other aspects of his leadership responsibility have failed.

How employee participation helps management:

1. Problem identification.
2. Work improvement or simplification - ways to do the work better or cheaper - whether the work is routine or complex.
3. Developing solutions to management problems (production, quality, supplies, facilities, etc.)
4. Developing goals (that is the essential obligation of planning, of defining objectives, assessing progress toward objectives, of evaluating and revising the plans).
5. Broadening the base for judgment - spreading the decision - making responsibility.
6. Sharing community and public responsibility - accepting the obligation of representing the organization.
7. Sharing the rewards of accomplishment - creating pride in the organization with the obvious benefits that derive from the conditions known as team spirit, esprit de corps.

How does the leader stimulate employee participation?

1. Motivation - much of this is done through example.
2. Understanding - the acquiring of a sensitivity to the fact that man's will is subject to the influence of his total personality.
3. Focusing of interest and enthusiasm - the product stage of motivation, the stage of sharing, of common ownership of the organization and its accomplishments. "If he's part of it, he'll live with it and make it work."

4. Day to day contact - in addition to individuals, this includes employee organizations in these contacts - employee committees and management committees, etc.
5. Use the suggestion program. Tap what's in other heads beside your own.
6. Survey employee opinion in developing information and policy - don't be afraid of questionnaires.
7. Spread responsibility and experience through training and use of varied work assignments.

Your employees participate in management whether you want them to or not - the effectiveness of your communication determines whether their participation is negative or positive.

The Congress has considered, in several successive sessions, legislation characteristic of the recently introduced Rhodes bill. This bill provides that management has the obligation to consult and deal with employee organizations.

Our administrative actions in the next few years may well set the pattern of the legislation which will come or establish the climate in which management and employees will work together.

SUMMARY OF DISCUSSION

By Harold Rowin and
Ralph Weaver
Miss Alta C. Alexander, Leader

Questions and Answers

- Q: How can management benefit from employee unions since employees are usually interested in personal benefits and not necessarily objectives of management?
- A: While it is true that some employee groups exhibit irresponsibility from time to time, this characteristic has been found more often in management. In working out a congenial working relationship over a period of time, the basic approach will be to educate employee representatives to think and act in the best interest of the organization served.
- Q: What would be the subject of negotiation between employee and management?
- A: Stated negatively, typical critical subjects of negotiation in private industry, such as pay, hours of duty, and fringe benefits will be reserved to Congress and not subject to negotiation between government management and employees.

Q: How will you distinguish between a management person and an employee?

A: This will be difficult. Ultimately everyone in Government service, including top management personnel, are employees.

INCIDENT PROCESS

By
Edwin Timbers

Dr. Edwin Timbers is Administrator of Management Development and Training, Kaiser Steel Corporation, Oakland, California. He has also been a Professor of Political Science at several universities and currently is teaching courses in American Government and Politics and in Public Administration at the University of California at Berkeley.

DIGEST OF SPEECH

"Pigor's Incident Process" is a method of training designed to provide experience in:

1. Obtaining information - determining the facts of a case.
2. Defining just what the problem is.
3. Analytical powers -- the reasoning processes.
4. Public speaking -- through debate.
5. Operation of basic managerial principles in practice.
6. Group leadership.

The training technique operates through the following phases:

1. The Incident: A brief outline of a situation which has caused friction and a dispute.
2. Fact Finding: Determining the what, when, where, how, why, and who of the incident.
3. Summarize Facts: Bringing together all the facts determined in Phase 2.
4. Defining the Issues: Both main and sub-issues. ("A problem well stated is half solved" - John Dewey)
5. Deciding the Issues: Decision must be supported by reasoning; both sides are presented.

6. Actual Decision is Read: Implications are discussed.

SUMMARY OF PRACTICE CASE

By Dr. Herman Binger and
Kenneth Croeni

"The Sales Bonus Case"

The Sevenich Motor Company has a bonus plan providing for payment of \$40 for each truck sold as the result of the efforts of a non-sales employee. Repairman Canonica arranged for a sale of two trucks to his brother-in-law. Rather than apply to his employer for the \$40 bonus, he made a deal with salesman Mooney for a private \$50 truck bonus. Because the brother-in-law is outside Mooney's territory, Mooney turns this over to salesman Oar. Oar and employer Sevenich contact brother-in-law and set up the transaction. Mooney informs Sevenich of Canonica's attempt to arrange private \$50 truck bonus deal.

When Canonica attempts to collect \$100 from Oar, Oar refuses, so Canonica asks Sevenich for the \$80 to which he feels entitled. Sevenich has previously learned that the customer is arranging financing for the purchase but refuses Canonica's request for the bonus because of the private deal made between Canonica and Mooney. Shortly thereafter, the bank informs Sevenich that the customer has cancelled the sale and has bought his trucks from Thornberry Chevrolet Company.

Sevenich then accuses Canonica of disloyalty in diverting a sale to a competitor. Canonica denies the charges but is discharged by Sevenich. This discharge is appealed to an arbitrator.

The issue was determined to be, "Was the discharge of Canonica justified on the grounds of disloyalty?" The sub-issue was, "Do the facts, as ascertained, constitute disloyalty?"

The majority of the group decided that the discharge of this employee was not justified because the charges of disloyalty were not proved. This decision was found to be in agreement with that of the arbitrator.

DISCUSSION

Led by William W. Fox

No Summary of Discussion submitted.

INNOVATING AND CREATIVITY

By
Joseph T. Davis

Mr. Davis is Industrial Relations Officer at the U.S. Marine Corps Supply Center, Barstow, California. He has held positions in industry and previously was Head, Technical and Skills Development, Office of Industrial Relations, Navy Department. He is a veteran of the Naval Service. He holds a B. A. degree in Economics and has done graduate work in business administration and general management at both George Washington and Georgetown Universities.

DIGEST OF SPEECH

By Cecil W. Estes and
W. R. Johnston

Mr. Davis began his presentation by posing the question, "What is an idea and why are we interested in ideas?"

Why are we interested in ideas?

What will ideas do to stimulate and promote the work of the Department of Agriculture or any organization?

To stimulate the thinking of participants along this line, Mr. Davis asked each person to write out the answer to the following question: "Why are you interested in ideas?" He then pointed out that he, personally, is interested in ideas because the Defense Department is undergoing drastic changes, adjusting to present and anticipated future conditions and in an effort to keep pace with technological advances.

In every walk of life, we must be adaptable to change and sufficiently flexible to adjust to change. As we all realize, we are living in a rapidly changing world - a world in which we have seen, in the span of one lifetime, more advances in many fields than took place in the previous fifty-thousand years. We must obtain productive thinking from all of our people if we are to attain the greatest advantage from these advances.

We live in a world of competition - a world where new and better ideas are a must if we are to survive. Ideas are the motivating force for organizations. When you compare organizations, you are comparing the

basic factors of production. The one thing which all organizations have in common is MAN POWER or PERSONNEL. Then we must ask ourselves the question: "Are we using this factor of production to the best advantage?"

It takes ideas to bring about changes.

Ideas mean:

1. More sales
2. Improved product
3. More production
4. Cut costs
5. Help do a better job.

It makes no difference where we talk to people about ideas, everyone is interested in the dignity of his job. He wants to do a better job.

1. How do we start?
2. What is the problem?
3. How do we keep ideas flowing?
4. How do we by-pass blocks?
5. How do you get others to use your ideas?

All "creativity" starts with a single person.

1. Only one man starts an idea. People are not successful because they are lucky. They are successful because they are determined and courageous.
2. Start with the idea and improve it later. Mr. Davis used TIME magazine to illustrate how an idea grows.
3. There is always resistance. Here he illustrated by the resistance originally shown to zippers on men's trousers. It took four years to sell the manufacturers on the idea. One must be ready to sell the idea at all times.

When the boss is opposed to an idea, too many of us do not try again. Mr. Davis cited statistics to show that:

- 42% of us try to sell our idea only once.
- 24% of us try twice
- 14% of us try three times
- 12 % of us try four time
- 8% of us never give up.

Our jobs are very personal to us and rank either No. 1 or No. 2 in our lives, with our family occupying the other important place. Can we honestly say that we are doing any creative thinking with respect to problems in our organization? What can we do to find the problem?

1. Go hunting.
2. Ask questions.
3. Have a nose for needs. Mr. Davis cited the example of Gillett Blue-Blade packaging in providing ease of changing blades.
4. Pet peeve list. He pointed out that no one is in a better position to solve the problem than the one who has the grievance.
5. Have a "nose for news" (problem sensitivity). Be aware of what is going on around you. We bypass or miss many very good ideas.

We should never be afraid to suggest new or rough ideas. They can always be changed and improved upon and may very well set the stage for solving a difficult problem. Things don't just happen. People make them happen.

Organizations make money and survive because they are able to alter, adopt and improve on ideas.

What is CREATIVE THINKING? A process of using observations, experiences, reasoning and imagination to form a new concept. A definition by John Arnold of Stanford University is as follows: "The creative process is primarily a mental process whereby one combines and recombines past experiences, possibly with some distortion, in such a fashion that the new combination, pattern or configuration better solves some need of mankind. In addition, the end result must be tangible; something you can see, feel or react to in some way; it must be forwardly oriented in time and it must have value."

The characteristics of a creative person are:

1. Fluency - he relates ideas
2. Spirit of inquiry - inquisitiveness
3. He has flexibility - adjustable
4. He is original.

A creative person possesses such emotional attributes as:

1. Motivated - has desire
2. Willingness to take chances
3. Has self-confidence
4. Has drive.

We should handle ideas carefully. A man's idea about his job is extremely important to him.

In developing the operational approach to creative thinking by group participation, the chairman should first state the problem broadly, such as: "Our problem is one of Packaging." The problem can be restated in more specific terms later, such as "Our problem is specifically parking cars." This dual approach encourages more ideas.

Attack the big problem. Don't waste time on minor problems. Mr. Davis cited the Defense Department as an example. The Defense Department procures four million items, but 300 items make up about half of the budget. Logically, the Department should concentrate on these 300 items because the opportunities for improvement are most significant there.

ATTACKING THE PROBLEM

1. Look beneath the surface. Take it apart. Ask questions.
2. Write your ideas down. You may forget and it does no good if you keep it to yourself.
3. Avoid interruptions. Take time to think - "Think Room" and "Think Time" has been suggested.
4. Start early - pace yourself.
5. Keep going - don't give up.
6. Keep coming back to the problem.
7. Redefine the problem as necessary.
8. Play "Idea Solitaire" (ask critical questions).
9. Use "Idea Blanks".
10. More selective reading.
11. Ask yourself: How can I use this idea?

BARNSTORMING as a technique for bringing ideas into focus.

It sometimes succeeds where conferences fail. It eliminates the domination of one person and avoids disagreement. Here the problem is stated in general terms. The participants should be informed of the subject in advance. A brief explanation of the ground-rules is given. To facilitate the action, the following rules should apply:

1. Have eight to fifteen people.
2. Participants of equal "rank" (should have a common interest but grade structure or salary level should not be considered).
3. "Free wheeling" is encouraged. The wider the range of ideas, the better the results. It's easier to "cut out" than to "add to".
4. Quantity desired. The more ideas to work with, the greater the chance of a good one.
5. Moderator is a catalyst.
6. No negative thinking. Judgment by other participants is ruled out.
7. Reserve judgment.
8. Everybody gets credit.
9. Be brief and to the point.
10. Have an evaluation panel of three to select the five best ideas.

Mr. Clayton G. Seitz presided over the preceding section of the program.

A BROADER UNDERSTANDING OF THE
DEPARTMENT OF AGRICULTURE
AND THE JOB AHEAD

By
Fred W. Herbert

Mr. Herbert is Assistant State Conservationist, California State Office, Soil Conservation Service, Berkeley, California. He entered the Department of Agriculture the week of January 25, 1917 so this week completes 42 years of service. Mr. Herbert is, by profession, an Agronomist and was for many years engaged in research work on cotton and corn breeding and in the acclimatization of plants introduced from other parts of the world. For five years he was Superintendent of the Department's Cotton Field Station at Shafter and for eight years Regional Nurseryman for the Soil Conservation Service. For the past sixteen years he has been Assistant State Conservationist, SCS. Mr. Herbert has written numerous articles on cotton and tropical plants and is the joint inventor of a method of propagating plants on which two patents were issued.

SUMMARY

Mr. Herbert named the various agencies and divisions of the Department, 19 in all, and grouped them into three categories. In connection with a broader understanding of the Department of Agriculture, he quoted Assistant Secretary of Agriculture, Ervin L. Peterson, who stated that the Department was so complex that no one person could comprehend all of its activities. He then quoted recent remarks by Secretary Benson who predicted that "agriculture is in the throes of revolutionary changes," but that "these changes are and can be the basis for greater opportunities."

Some possible revolutionary changes in the making were reviewed, such as the great increase in mechanization and the use of new chemicals. It was pointed out that advances of this nature also imposed new problems. A cow may be cured of a disease by a powerful drug, but the drug may contaminate the milk; hormones may be used for caponizing but may affect the meat; insecticides and fungicides may penetrate fruits and vegetables; over-mechanization may increase erosion, cause compaction, etc. These problems will be overcome but they are challenges.

Increased production and greater profits are almost always used as criteria of success or progress in agriculture, but values that relate to the feeling or emotions of people are also important.

In analyzing progress in agriculture, it was pointed out that what might be progress at one time, is not progress at another time. Production of some commodities is so great that a lot of people are being made unhappy by it. This is not progress right now. But in the methods being used to correct this - to stabilize production - there is the requirement that land taken out of production be protected for future needs. This is progress -- the fact that this concept of preserving the integrity of the soil has been so deeply ingrained in the minds of legislators and much of the public.

If the most happiness to the greatest number of people is a measure of progress, then some of the esthetic values inherent in the application of science to agriculture should not be overlooked. Consideration should be given these in the job ahead. The conservation of beauty has not been sufficiently emphasized as a concomitant of almost all the programs of the Department. Reference was made to the great esteem in which the Forest Service is held by the public which is probably due more to an appreciation of the beauty of the national forests than to all the scientific work of that agency.

In the soil conservation movement a most significant development has taken place, called "stewardship of the land." There is a "soil stewardship week," and a "soil stewardship Sunday." It is recognized and celebrated throughout the country by practically all religious denominations. There is no element of profit or personal gain in this. It is simply an expression of man's recognition that he is a steward of what he possesses through the laws of men, and that he has an obligation to himself, to posterity and to whatever he recognized as a Supreme Being, to take care of that possession and to leave it as good or better than he found it. This is a philosophy, or an ethic, or whatever one may wish to call it. But it is prompted by feeling or emotion. Integrity is also involved here and in this day and age, anything that helps to re-establish integrity is real progress.

We can continue to acquire a broader understanding of the Department through training courses such as this, through active participation in USDA clubs and by familiarizing ourselves with programs in which the whole Department is involved. A most important one at the present time is the Conservation Needs Inventory. This is a county-by-county survey of natural resource conditions as they now exist, and a projection of what they may be in 1975. It is a look ahead for the purpose of determining the problems of resource use and of planning and gearing the Department's facilities to serve resource conservation needs of the future. Representatives of all agencies of the Department are thus brought together at the field level to work with county planning authorities and other interested groups and individuals.

In the job ahead there is need for a rededication of the spirit of unselfish service that has made the Department great. There is an obligation on the part of employees, such as are represented in this training course, to continue to create the kind of atmosphere that will attract high-minded and promising young men and young women to similarly dedicate themselves to the service of agriculture.

Progress in the job ahead should take these values into consideration and we employees in the Department can well subscribe to them. They fit into the ideals expressed by past and present leaders in the Department of Agriculture. These are solid foundations of progress for they are fixed in the minds and hearts of people. They are not easily changed by laws or conditions.

In the job ahead we should keep before us a challenge issued by Secretary Benson that each of us can make a worthwhile contribution to agriculture and to the nation by performing our assigned tasks with diligence and enthusiasm. In doing so, we should keep in mind the sound principles which have made the Department of Agriculture great - intellectual honesty, loyalty to all with whom we work and, to quote one of our colleagues, "faith - based on confidence in ourselves, reliance on others and trust in God."

SUMMARY by:

Walter Kirchner, Jr., Albany Workshop
Charles J. Morris, Berkeley Workshop

LEADERSHIP AND MANAGEMENT

by
Sidney J. Adams

Mr. Adams is the Western Regional Business Manager for the Agricultural Research Service with his office in Berkeley, California. He is a member of the bar, having received his law degree from Columbia University. He has been in the Government service for the last 28 years and his assignments have included several tours in Washington D. C. at the bureau level. This is the sixth TAM conference with which he has been associated since he participated in the TAM institute held in Denver in 1950.

SUMMARY

Mr. Adams expressed the pleasure afforded him by his participation in this TAM workshop and briefly touched on what had been presented. He stated that each participant had by this time already formed impressions and measured its value personally, this being the only really valid appraisal. What the conference has meant to one's neighbor meant little; what is taken away by each individual is all important.

Some general conclusions could be reached, however:

1. The study of Management is broad and complex. Only a tiny fraction of the available material can be explored in a conference such as this. Management is an inexact science because commingled or intertwined in all its phases is human nature, human behavior, and human reactions. In Management $2 + 2$ don't always make 4.
2. Managers need to concentrate as much or even more on the Human Relations aspect of our jobs as on the technical aspects. It seems obvious that the more successful in the chosen fields, the less the technical competence and skills are needed and the more the qualities of leadership and the ability to evaluate the human factors involved in the operations. The minute the supervision of one subordinate is taken over, one launches a new career.

3. This forum has created an opportunity to confirm or reassure its participants on certain theories of Management or it has given them the opportunity to challenge and question established maxims or emerging concepts. If you have questioned, challenged, defended here this week, you have done the right thing. This is the place and the opportunity for it.

4. The conference provided the opportunity to become acquainted with more of the USDA employees in other fields and through this association provided a better understanding of USDA organizations and objectives. This is an invaluable by-product.

5. The term "Training in Administrative Management" does not describe accurately the intent of these conferences. One trains dogs or perhaps children. The term loses appeal for those engaged in research and regulatory functions of the Department. It suggests reference to accounting, budget, personnel, purchasing, etc. which, however essential, are foreign to the principal interest - the forwarding of USDA program objectives. A far more appropriate title would be "Leadership Conference" or "Human Relations Workshop" or some such title which would recognize that the all important element is your success in dealing with people and getting accomplishments through the efforts of others.

6. TAM or its like is needed not to make good leaders out of poor leaders but to help good leaders to become better leaders.

Mr. Adams then paid tribute to the work group that had organized these two workshops. He noted that two others were being held next week, one in Sacramento and one in Santa Barbara, and that this meant that in the State of California four workshops were being conducted almost simultaneously. He said that when Charles "Tommy" Thomas of SCS appeared before the Steering Committee last April and proposed a coordinated series of Workshops throughout the State some of the Committee were skeptical. But Tommy and his group did it and deserve a special word of commendation for the imaginative effort.

Discussion Leader - Harold Rowin

SUMMARY by - Walter Kirchner, Jr., Albany Workshop
Charles J. Morris, Berkeley Workshop

COMMENTS AND SUGGESTIONS

By Leonard Schiff, Chairman,
Steering Committee and
Ralph S. Cless, Chairman,
Editorial Committee

The TAM conference has been an important experience for the Chairmen of the Steering and Editorial Committees. We believe that a number of the ideas gained can be applied to projects of the participants which should benefit the people involved, and the attainment of objectives.

In view of our experiences at this conference we are submitting suggestions that might be considered in planning future TAM workshops. They may bring greater benefits to participants, most of them from the "middle" management group.

We found we were listening to speeches, quite a bit of which material was contained in publications previously sent us. We found that many questions simply expanded a phase of the speaker's subject. It seemed to us that experiences of those in attendance, and questions concerning their own management problems were not brought to light.

We believe it would be of great benefit if the experience and knowledge of the speakers were brought to bear on the actual administrative problems of the participants during each discussion period. This would not only help the individual, but would cover a variety of field management problems that each participant has encountered in the past, or may encounter in the future.

The following suggestions are additions to the established program that may help bring about a more personal and fruitful participation by all individuals attending the conference:

1. It should be required that materials sent participants be read before attending the conference.
2. The participants should be divided into discussion groups to review the material they have read pertinent to the subjects of each of the speakers before the speech is made.
3. Each group would be responsible for discussing and evaluating the written material and preparing a tentative list of pertinent questions to be put to the speaker. The questions prepared by all groups would then be read to all participants for additions. Additional questions occasioned by the speeches, would, of course, be in order.
4. Each discussion group would then be responsible for summarizing the speech and the speaker's answers to the questions.

